

Reading Toolkit: Grade 3 Objective 2.A.1.c

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts

Objective c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, and web sites

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Lesson Seeds

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Activities

Students should work with partners or in cooperative groups to generate lists of personal interests. Once the lists are complete, students should propose possible sources for information about these interests. Next, students should be rearranged so that they will work with those who share their same interests. The teacher should gather a variety of documents for each of these interests, place students in rearranged groups, and have them review the materials. Each group should report to the class the kind of information found and any sources for their topics which they had not expected to find.

The teacher will provide students with a wide variety of informational texts or, if feasible, have students bring some of these texts from home. Students should select from among the texts, review the text, and complete a 3-2-1 statement. Students should list three new pieces of information from the text, two interesting ideas from the text, and one question they have that was not answered by the text. Random students can share their findings.

Students should rotate through a series of stations where personal interest texts are available. Each station should display only a single type of text. Once students have completed the rotation, they should select a single text that interested them. Students should spend significant time with that text and then complete the following chart. Once charts are completed, random students may share their thoughts.

Reading to Learn About _____ Type of Text _____
Using words or pictures, tell below four ideas you learned from reading the informational text.

The teacher should create a themed day (magazine or brochure day, for example) to review particular types of informational texts. Multiple copies of a variety of designated texts should be made available to students. Students should be allowed to peruse and select a text of interest to them. Once they have been given sufficient time to read their chosen text, students should be placed with partners. With their partners, students should discuss what favorite pieces of information they learned, and, if the teacher chooses, those features or characteristics they associate with that particular kind of text.

Clarification

Reading Grade 3 Indicator 2.A.1

In order to demonstrate proficiency of the skills in this indicator, a reader should be able to develop, apply, and refine comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts. It is essential that a reader have the prerequisite knowledge of the characteristics of informational text. To do so, a reader must have the ability to recognize factual information, determine the organizational structure, and interpret the text features of a non-fiction text.

When a reader accesses a variety of informational primary and secondary sources, he or she must focus on identifying information in those texts that contributes to their meaning. Knowing the functions of print features, graphic aids, informational aids, organizational aids, and online features assists a reader in selecting information and using it purposefully to construct meaning.

Primary Sources

• Personal Narratives	true stories
• Diaries/Journals	daily personal accounts/records
• Letters	written communications
• Research documents	factual investigations
• Historical documents	dated proof of facts
• Speeches	formal, public talk
• Interviews	formal questioning for information
• Commentary	explanation/interpretation
• Editorials	article expressing editor's/publisher's opinion

Secondary Sources

• Textbooks	books used for study of a subject
• References	dictionaries, encyclopedias, atlases
• Biographies	account of a person's life
• Newspapers	accounts of current information
• Articles	passage in a periodical
• Web sites/Online materials	information available electronically
• Trade books	booksellers' published materials
• Non-print materials	pictures, drawings, illustrations
• Content-specific texts	texts related to a content/subject
• Periodicals	information published at regular intervals

When a reader accesses functional, workplace, or other real-world documents, applying the knowledge of text features assists a reader in constructing meaning from those documents.

• Direction	instructions to complete a task
• Science investigations	organized inquiries
• Atlases	books of map

• Posters	large, displayed notice
• Flyers	handbill
• Forms	printed papers with blanks to be filled in
• Instructional manuals	handbooks to help readers understand something
• Menus	lists of available food items
• Pamphlets	booklet with information of current interest
• Rules	statements governing behavior
• Invitations	social requests for attendance
• Recipes	instructions for preparing food
• Applications	requests for employment
• Announcements	information made known
• Questionnaires	list of questions to sample opinions
• Surveys	formal inspections
• Schedules	list of when things will take place
• Job descriptions	outline of work requirements
• Technical manuals	handbooks to help readers understand a mechanical or industrial item
• Advertisements	announcements recommending products or services

When a reader selects **informational texts based on personal interest**, using knowledge of text features will help a reader understand the purpose of those texts and construct meaning from them.